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Route to

*Reading - deep*

# School Life



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Volume 32

Number 2

Cover photograph, appropriate to the fall season, is of James Franklin Roach, son of Mr. and Mrs. Robert J. Roach, Washington, D. C. James is 12 years old and is enrolled at the Stuart Junior High School in Washington. The photograph was taken by Archie L. Hardy of the Federal Security Agency.

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## School Life Spotlight

"... Worst of all, nobody seemed to care . . ." . . . . . 17

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"... each child is unique and different and needs individual understanding and guidance . . ." . . . . . 29

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THE Office of Education was established in 1867 "for the purpose of collecting such statistics and facts as shall show the condition and progress of education in the several States and Territories, and of diffusing such information respecting the organization and management of schools and school systems and methods of teaching, as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country."

by Roy E. Larsen, chairman of  
The National Citizens Commission for the Public Schools



## The Key Problem

**D**URING THE YEAR 1945 a small community I know of had a rather poor public school system. Classrooms were overcrowded and teachers were so poorly paid that there was a tremendous turn-over in the faculty. No clearly defined educational goals were being pursued, and the standards of that school system were not very high. Worst of all, nobody seemed to care. When, in 1945, a public meeting was held to consider a school budget, only 17 people attended.

A year later the entire picture in this community had changed. When a meeting was held in 1946 to consider the school budget, more than 400 people attended. In short order many improvements followed. Teachers' salaries were increased. An old school

building which had been abandoned was completely rebuilt and modernized. The whole educational program of the community was revitalized and far higher standards were maintained.

What, it is natural to ask, caused all this improvement? What happened to cause so great a change in so short a time? The answer is that a local committee of citizens was formed to interest everyone in the schools. Out of the interest which this committee evoked came the improvements.

We, the members of the National Citizens Commission for the Public Schools, feel there is much to be learned from examples of this kind. We believe that in communities such as this is proof that only a broad and active public interest in the

public schools can overcome the many difficulties which the public schools face today. The key problem, we believe, is how to arouse such interest throughout the Nation.

We believe that communities such as the one I have described also give evidence that the most successful efforts to improve the public schools are conducted at the community level. Regardless of how much State or Federal aid is granted, the thought and energy necessary for the improvement of any school can come only from the community where that school is located.

We formed the National Citizens Commission for the Public Schools last May to help arouse just such a broad public interest in the public schools throughout the



Nation. We hope that widespread interest will result in more support for local committees now working for the improvement of their schools, and we also hope that more such local committees will be formed.

Our Commission is made up of laymen, for we want to exemplify the responsibility laymen have to join the professional educators in working for better schools. Eventually we will expand our present membership of 28 to 60. None of our members are professionally connected with education, religion, or politics. They come

izations by setting up a clearinghouse of information to enable one to find out what others are doing. Although we are fully conscious of the fact that no two committees face exactly similar situations, we feel that each will be able to profit from the experience of others.

To encourage the formation of additional such groups, we are cooperating with the Advertising Council in its present campaign to bring the problems faced by the public schools to the attention of the public. Advertisements dramatizing the necessity to

THE members of the National Citizens Commission for the Public Schools are, besides Mr. Larsen: JAMES F. BROWNLEE, former deputy director of the OPA, vice-chairman; JOHN A. STEVENSON, president of Penn Mutual Life Insurance Co., treasurer; LEO PERLIS, director of the National CIO Community Services Committee, secretary; Mrs. BARRY BINGHAM, vice president, Louisville (Ky.) *Courier-Journal and Times*; STUART BRADLEY, member of the executive board, Louisiana Education Foundation, New Orleans; JOHN COWLES, president, *The Minneapolis Star and Tribune*; EDWARD R. EASTMAN, president and editor, *American Agriculturist*, Ithaca, N. Y.; GEORGE GALLUP, director, American Institute of Public Opinion; Mrs. BRUCE GOULD, editor, *Ladies' Home Journal*; LESTER B. GRANGER, executive director, National Urban League; RALPH A. HAYWARD, president, Kalamazoo Vegetable Parchment Co., Parchment, Mich.; ROBERT HELLER, Robert Heller & Associates, Inc., Cleveland; PALMER HOYT, editor and publisher, *The Denver Post*; Mrs. SAMUEL A. LEWISOHN, chairman, Board of Trustees, New York Public Education Association; WALTER LIPPMANN, columnist, Washington, D. C.; ROBERT LITTELL, senior editor, *The Reader's Digest*; STANLEY MARCUS, executive vice president, Neiman-Marcus Company, Dallas, Tex.; JAMES G. K. MCCLURE, president, Farmers' Federation, Inc., Asheville, N. C.; GEORGE HOUK MEAD, honorary chairman of the board, The Mead Corporation, Dayton, Ohio; Mrs. EUGENE MEYER, *The Washington (D. C.) Post*; RAYMOND RUBICAM, cofounder of Young and Rubicam, Inc. (N. Y.), Scottsdale, Ariz.; BEARDSLEY RUMML, New York; HARRY SCHERMAN, president, Book-of-the-Month Club; LOUIS B. SELTZER, editor, *Cleveland Press*; RICHARD JOYCE SMITH, partner in law firm of Whitman, Ransom, Coulson & Goetz, New York; CHARLES ALLEN THOMAS, executive vice president, Monsanto Chemical Company, St. Louis; and Judge CHARLES E. WYSANSKI, Jr., U. S. District Judge for Massachusetts, Boston.

from many sections of the Nation. They reflect many different kinds of experience and many points of view.

We, members of the Commission, do not pose as experts on school affairs—like all laymen, we have to find out what the problems are and what solutions to work for. We will formulate our program slowly, building each new project on the experience gained in previous ones.

We are beginning by learning all we can about local citizens' committees which have made substantial contributions toward the improvement of their schools. We hope to be of assistance to such organ-

work for better schools are currently appearing in newspapers and magazines. Spot radio announcements are also used, and billboards are carrying the message, "Our Schools Are What We Make Them—Good Citizens Everywhere Are Helping."\*

As the Commission's program develops, it plans a series of studies dealing with various problems, both local and national, confronting public education in this country. All our current plans center, however, on the key problem—that of inspiring the broad citizen interest in the schools which we believe is so necessary for any large-scale improvement.

\*See pages 24 and 25 for further information on how this Commission and other national groups are cooperating in the "Better Schools Campaign."

## From the Printed Page

"HIGHLIGHTED in this report of the Office of Education are significant facts about American education—information which relates to school and college programs in every State as they touch the lives of children and adults alike."

—Rall I. Grigsby, Acting Commissioner of Education, in *Annual Report of the Federal Security Agency, Office of Education, 1948*, price 25 cents.

★ ★ ★

"THE PERCENTAGE of the total school enrollment in high school (the holding power) is one measure of the efficiency of administration of the educational system in a State. The average for the Nation is 24.1 percent."

—David T. Blose, Associate Specialist in Educational Statistics, in *Statistics of State School Systems, 1945-46*, Chapter II, Biennial Survey of Education, 1944-46, price 25 cents.

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"IT HAS BEEN roughly and conservatively estimated that in the United States there are between 4,000,000 and 5,000,000 children of school age who are so exceptional as to need some special adjustment in their school programs if they are to attain optimum development. The classification 'exceptional' includes the various types of physically handicapped, of which crippled children are a major group, the socially handicapped and emotionally disturbed, the mentally handicapped, and the mentally gifted."

—Romaine P. Mackie, Specialist for Schools for the Physically Handicapped, in *Leaflet No. 80, Education of Crippled Children in the United States*, price 10 cents.

★ ★ ★

"THE UNITED STATES Constitution and the Government of the United States are stressed in almost all courses in United States history . . ."

—Howard R. Anderson, Chief, Instructional Problems, in *Bulletin 1949 No. 7, Teaching of United States History in Public High Schools*, price 15 cents.

★ ★ ★

"... THERE ARE MANY interesting problems in their environment which children have never encountered. They cannot

(Continued on page 23)

SCHOOL LIFE, November 1949

# "Road Blocks" to Life Adjustment Education

by Walter H. Gaumnitz, Specialist in Small and Rural High Schools

THE PHILOSOPHY behind Life Adjustment Education is not new. For years, especially in the elementary schools, we have talked about serving "all the children of all the people." We have emphasized teaching in terms of individual needs and interest. We have said education is life.

Even in the secondary schools the basic emphasis of Life Adjustment Education has long been discussed under such themes as teaching the common learnings, functionalizing the high-school subjects, extending general education and delaying specialization, and developing a pupil-centered, experience-centered, or life-centered school.

Much has been said and written in recent years about bringing the life and the problems of the community into the high schools and using its various resources for educational purposes. Some have urged that the high school test all parts of its program against the very simple and pragmatic criterion of "teaching youth to do better those desirable things they will do anyway." Others have simplified the matter even further by suggesting that we teach in terms of "what comes naturally."

## Unmistakable Challenge

The challenge to the high school seems unmistakable. Nation-wide statistics tell us that, despite the progress made, the senior high school fails entirely to reach about 30 percent of the youth, and that it loses about 30 percent more of its students before graduation.

In recent years the number of high-school students reaching the senior year has increased somewhat. This can be ascribed to the return of many veterans to their high-school studies. Entrance figures have fallen slightly, however.

Granting that certain factors—inaccessibility, lack of funds the pupils believe necessary to meet the costs of attendance, need or desire to supplement the family income, carelessness in dealing with labor and attendance provisions—account for many of the approximately 60 percent who now fail to reach high school or complete high-school study, educators seem to agree that any block to high-school attendance can be overcome if there is an all-impelling

interest on the part of students and their parents in doing so.

The problem of Life Adjustment Education, therefore, comes down to this:

1. Can we develop curriculums and other high-school activities which will have such meaning, value, and appeal as to attract and retain *all* youth of high-school age, and especially those not now in school?

2. Can we produce an administrative and instructional climate which will be conducive to the happy and successful growth of *all* youth, and especially to those now lost by our schools?

3. Can we develop positive and recurrent opportunities for the high-school staff, the students, and their parents to study, evaluate, and plan so that their high-school program will better serve the *real* needs of youth today and tomorrow rather than the traditional academic needs which now so largely rule the situation?

Increasingly, leaders in education are thinking, planning, and organizing their secondary schools so as to place greater emphasis on Life Adjustment Education for Every Youth. Some of these leaders have for years been busily at work to help this part of the school system reformulate its governing philosophy, reexamine its objectives, and reorganize its programs. Under such leadership many high schools have progressed a long way toward the development of programs of study and other educational services which are basically meaningful to each participating pupil and to the enrichment of his daily living.

## Academic Emphasis

Other high schools continue to be dominated largely by the desire to select and educate youth for success in college, regardless of the few destined for higher education or the many in need of functional learnings. Their emphasis is primarily upon such academic objectives as mastery of college preparatory subjects, textbook assignment and study, deferred learning values, the achievement and maintenance of accreditation standards, the administration of tests, ruthless grading against scholastic norms, and elimination of those regarded as "unfit."

Insofar as such high schools have recog-

nized the needs of pupils for practical types of education, they have done so chiefly by adding a limited number of vocational courses. Pupils unable to benefit from either of these types of instruction are left to flounder or to leave the schools as soon as the compulsory education laws will permit.

Certain administrative problems or "road blocks" to Life Adjustment Education seem to emerge. These problems could be spelled out in some detail. Indeed, they have been quite fully spelled out in a number of Office of Education reports, conferences, and workshops on Life Adjustment Education primarily concerned with giving specificity to problems, principles, and projected solutions of Life Adjustment Education.

## No Ready-Made Solutions

To achieve the desired results, the attack must be a cooperative one. It is hard to say, therefore, which of the basic problems involved belong primarily to the school administrator and which depend upon the interrelationships of pupils and teachers, or require parent, professional organization, guidance officer, or other assistance.

Certain "road blocks" involving administrative policies and procedures will have to be removed, however, before much real progress can be made either in the classroom or in the community. These "road blocks" are deep-seated in our traditions. They are complicated in character. I shall point out a few of them for which there are no ready-made solutions. These must be forged in the heat of much careful study, numerous discussions, many carefully controlled experiments, and some real soul searching into deeply held traditions and concepts, some of them bordering on prejudices. Several "road blocks" are:

1. The Carnegie unit, with all that this implies in the way of marks, passing and failing grades, pupil cataloging, pupil expulsion, retardation and repetition of courses, bluffing, teacher's pets, teacher's scapegoats, becomes obsolete if we take seriously the challenge to keep in school all youth of high-school age and to give all of them an opportunity to grow and to develop their assets to the maximum.

We must shift the emphasis of student



evaluation and appraisal from the neutral and often negative and destructive process of grading, selecting, labeling, and eliminating pupils to a positive process of discovering and developing whatever latent talents, capacities, interests, and other assets they may possess.

2. The traditional accreditation of high schools on the old quantitative and college-preparatory bases, already extensively under fire, must be entirely abandoned. The newer evaluative criteria produced by the Cooperative Study stressing personal, local, functional, and democratic objectives must become operative everywhere. The greater

degree of freedom and variation resulting will impose great responsibilities for cooperative planning upon local school administrators, their staffs, and lay citizens.

3. The awarding of high-school diplomas or school-leaving certificates with their infinite variety of meaning and value needs to be seriously revised. This practice has its roots solidly in the college-preparatory tradition. The criticisms and doubts of educational leaders and commercial and industrial employers concerning the worth and meaning of the high-school diploma must be taken seriously. The tie-up between the high-school diploma and the

accumulation by the pupil of Carnegie units, academic marks, and scholastic standing is so close that any changes in one will also require changes in the other.

4. The fixed curriculum with its constants and variables, its required and elective courses, its single and multiple form, its fusion and core aspects, all constitute problems to which the school administrator and his staff must address themselves.

### Questions for Administrators

What of credit and noncredit courses?

What of school-work programs?

(Continued on page 22)

## Steps in Development of Life Adjustment Education

THE FOLLOWING basic sources setting forth the essential features and processes of Life Adjustment Education are reviewed by Walter H. Gaumnitz:

1. The National Association of Secondary-School Principals came out in 1936 with a fundamental blueprint of modern secondary education in its "Issues of Secondary Education"; in 1939 it published "That All May Learn," in 1944 "Planning for American Youth," in 1947 "The Imperative Needs of Youth of Secondary School Age," and in 1948 "Secondary Education Programs for Improved Living."

2. The American Council on Education through its American Youth Commission published several documents showing the problems of youth and the high-school's failure to deal with these problems. In 1940 the Council published "What the High Schools Ought To Teach"; in 1942 it followed with "Youth and the Future" and other publications exemplifying many concepts of Life Adjustment Education.

3. The Educational Policies Commission also made several salient contributions to the idea of Life Adjustment Education when in 1938 it brought out "The Purposes of Education in American Democracy," in 1940 "Education and Economic Well-Being" and "Learning the Ways of Democracy," and in 1944 it published the epoch-making volume "Education for All American Youth."

4. To any casual list of sources setting forth recent blueprints for improvements in secondary education there would have to be added "The Cooperative Study of Secondary School Standards" made in the middle thirties, later revised and now again under revision, Spaulding's "High School and

Life" published in 1940, "The Story of the Eight-Year Study" of 1942, the Harvard Report on "General Education in a Free Society" published in 1945, and "Vocational Education in the Years Ahead" published by the Office of Education in 1947.

"But these important reports, which have been generally known in educational circles," Mr. Gaumnitz points out, "did not bring about a Nationwide plan of action. Neither did they envisage an organization which would spark plug a specific program designed to bring about the desired improvements in secondary education. Of course, much progress resulted from these efforts, but it was at best sporadic. So far as the major 'road blocks' were concerned, these too often remained unaffected. This was largely the situation when in 1945 leaders in Vocational Education met in Washington to consider 'Vocational Education in the Years Ahead.' It was this conference that produced and adopted the 'Prosser Resolution' and sent it to the Commissioner of Education with the request that specific action be instituted. The following roughly approximates the pronouncements and steps stipulated by this resolution:

1. We believe that with the aid of the report just adopted our secondary schools will be better able to prepare some 20 percent of the youth of secondary school age for the skilled occupations and that they will improve their offerings for another 20 percent preparing for entrance and success in college;

2. We believe that about 60 percent of the youth do not now receive the life-adjustment training they need and to which as American citizens they are entitled;

3. We believe that school administrators and leaders in vocational education can jointly formulate the educational programs needed by these neglected youth; and

4. We call upon the Commissioner of Education to initiate such action as may be necessary to bring about improvements which will more realistically serve all youth of secondary-school age.

"The various regional and national conferences of educational leaders which soon grew out of this resolution, as well as the Life Adjustment Commission appointed late in 1947," according to Mr. Gaumnitz, "adhered strictly to the proposition (1) that the problem be attacked *jointly* by the school administrators and leaders in vocational education, and (2) that their efforts be centered chiefly upon the youth *now poorly served or not served* at all by most of the high schools. The five regional conferences called covered the Nation during the calendar year 1946. They were followed by a national conference held in May of 1947. This Chicago conference worked out a far-reaching program of action; it recommended a Commission to determine policy and give leadership. The Office of Education was made the clearinghouse for the activities proposed and given the task of developing a program of implementation. In keeping of these assignments, a notable list of materials has been published; help has been given to a large number of workshops and conferences; consultative services have been provided in working out new programs and in launching and coordinating experiments. Appraisal techniques are being developed and the work of the Commission is being facilitated."

# Mouse Traps for Chain Reaction

*SCHOOL LIFE is pleased to present this article on atomic-energy study at Keene High School, Keene, N. H. The article is based upon information furnished originally to the Atomic Energy Commission by Mr. Arthur Houston, Head of the Science Department at Keene High School, to whom credit must be given for this effective atomic-energy educational program. Both L. O. Thompson, Superintendent of Schools at Keene, and Edward A. Sillari, Headmaster, lent fullest cooperation in helping make the Keene program a success. Much credit also goes to Miss Constance Brennan, Head of the Art Department at Keene High School, Miss Mildred Turner, the student who coordinated the study, and other Keene educators, laymen, and students.*

EMERSON is credited with having written the words, "If a man can . . . make a better mouse trap than his neighbor . . . the world will make a beaten path to his door."

This quotation comes to mind as more than usual public attention is given a program of atomic energy education at Keene High School, Keene, N. H., in which, strangely enough, two dozen mouse-traps were brought into play to help demonstrate chain reaction.

The Keene High School experience in this new area of education was a pioneering one which should show the way to many other high schools desiring to bring atomic energy education into their classrooms and into their communities.

Shortly after World War II there was a recognition at Keene of the need for atomic energy education, but how much and what shape it should take had to be decided. As information was collected, two decisions were made—that some sort of atomic energy study must be included in the regular physics course, and that, if necessary, some of the old course would have to be transferred to other science courses or omitted entirely to make room for the new, vital, and stimulating material.

But information on atomic research was not easy to find. The Smythe report was welcomed. Science publications and other magazines were scanned for atomic energy articles or references. Each pupil was given a copy of "The World Within the Atom" prepared by The Westinghouse Company. Nuclear physics charts were obtained from the same source for their use. A guide sheet pointing out what should be learned from "Adventure Inside the Atom," a comic presentation of the General Electric Company, helped the pupils learn fundamental facts. A book, by Wesley Stout, titled "Secret" and published by the Chrysler Corporation also proved useful.

What to teach? How to teach it? The answers, based upon the type and content of information available, boiled down to this teaching outline:

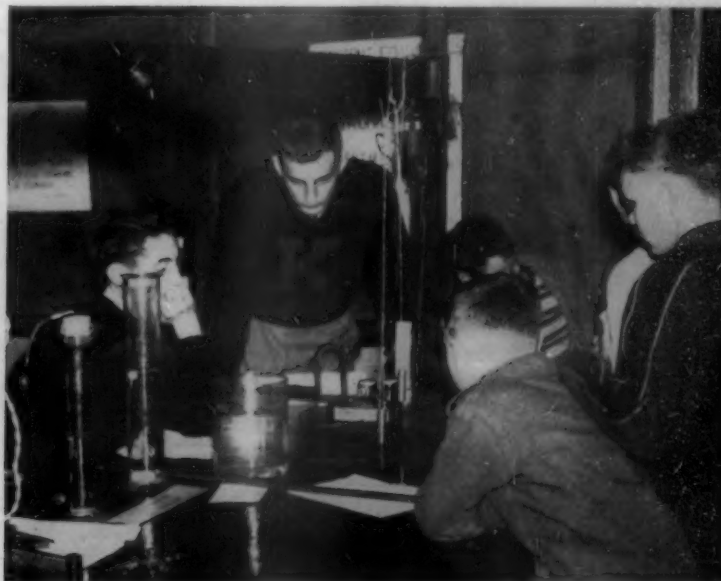
1. History of atomic research.
2. Structure of the atom.

3. Natural radioactivity.
4. Nuclear fission. Chain reaction.
5. High energy imparting devices—Van de Graaff Generator, cyclotron, etc.
6. The atomic pile.
7. Isotopes.
8. The story of the atomic bomb.
9. Artificial transmutation.
10. Radioactivity detection.
11. Applications in war, medicine, power, heating, and agriculture.
12. The necessity for universal understanding of atomic energy.

How to teach the program with understanding? Using the printed page was not in itself sufficient. High-school pupils needed to translate abstractions in the literature into concrete and meaningful ideas.

An atomic energy exhibit from the Brookhaven National Laboratory on display at Boston was viewed with interest by the pupils. They studied the Westinghouse charts, attended a lecture at Massachusetts Institute of Technology given by Dr. Lyle B. Borst, chairman, Nuclear Reactor Project, Brookhaven National Laboratory.

The high school art department under Miss Constance Brennan made the study of atomic energy a cooperative project. More charts were needed. They had to be neat, simple, and in quantity. The art department furnished them, ranging all the way from a model of the hydrogen atom to a



Both youth and adults alike displayed great interest in the Keene demonstrations of atomic energy.





Parents learn about atomic energy from a "pupil" professor.



Chain reaction is demonstrated with the aid of two dozen mouse traps.

chart showing nuclear fission with the famous equation  $E=MC^2$ .

Models and mock-ups were produced by boys in the physics classes. They developed a Van de Graaff generator, nuclear fission cabinet, atomic models, atomic power plant, Tesla coil, radioactivity detector, and chain reaction demonstrator.

The nuclear fission cabinets strikingly demonstrated the splitting of the nucleus. Models of atoms were made with varicolored wooden spheres glued together in a cluster to represent the nucleus, with other spheres on the ends of wires extending out from the nucleus to represent electrons in their orbits.

Atomic piles had moderators, control rods, and insulation against radioactivity. These piles were dummy models, but they were made quite real by buckling a luminous wrist watch around one of the control rods. When a Geiger counter was thrust into the pile, radioactivity was registered.

One boy constructed an amplifier for use with the school-owned Geiger tube. This amplifier had both visual and audio indicators, and registered radioactivity as well as one could wish.

Coarse mesh screening and inch-square wooden strips, a quantity of rubber stoppers, and the two dozen mouse traps, previously referred to, were used to demonstrate chain reaction.

Thus we see how pupil-made charts and devices made atomic energy principles meaningful. All the pupils learned about atomic energy with understanding.

To bring the benefits of this classroom experience and experiment to the commu-

nity, the Keene High School's annual science fair served to show the pupil-made charts and exhibits to the public. Lights flashed, sparks flew, radioactive material registered on the Geiger counters, pupils explained, and charts made the story complete.

A large display window of the Public Service Company in Central Square put

the Keene pupils in the position of atomic energy teachers to the public.

## "ROAD BLOCKS"

(Continued from page 20)

What of definite scheduling of pupils and teachers which at the same time leaves room for essential flexibility?

When should general education cease and specialization begin?

Can extracurricular activities be curricularized?

How can study procedures and programs be individualized?

Should the school year be extended on a year-round basis to facilitate closer identity with community life?

5. Then there is a whole family of "road blocks" to Life Adjustment Education inherent in the policies and procedures of training, selecting, and programming the work of the teaching staff.

If more emphasis is to be given to guiding the growth, development, and behavior of youth, and less to the mastery of subject-matter as such, then more of the teachers' education needs to be concerned with the nature, diversity, and learning problems of youth and less to majors and minors in the usual subject matter fields. If all types of youth are to be served by the high school, teachers must learn to understand, respect, and work with *all* types of youth.

If the general education period of youth is to be extended, and more closely related to life, then the teachers need more education in the nature and problems of the work-a-day world than most teacher-education programs contain today.

### Atomic Energy Education Aids Available From the Office of Education and the Superintendent of Documents

*Atomic Energy Here To Stay* (Special Supplement to *SCHOOL LIFE*, March 1949 issue), 10 cents.

Reprint of articles on Atomic Energy (which appeared in *SCHOOL LIFE*, March 1949, Vol. 31, No. 6), 5 cents.

Special Atomic Energy issue of *HIGHER EDUCATION* (Feb. 1, 1949, Vol. V, No. 11), 5 cents.

(Order above from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.)



Series of Atomic Energy Bibliographies compiled by Israel Light for the Inter-Divisional Committee on the Educational Implications of Atomic Energy (available free upon request from the Office of Education, Federal Security Agency, Washington 25, D. C.):

- 1.—Bibliography of Bibliographies on Atomic Energy.
- 2.—Introductory Bibliography on Atomic Energy.
- 3.—Teaching Aids in Atomic Energy: Bibliography for Teachers.
- 4.—Inexpensive Books and Pamphlets on Atomic Energy.



# Federal Communications Commission Hears Plea for Educational Television Channels

by Ralph M. Dunbar, Acting Director Auxiliary Services Division

**E**DUCATION has an important stake in the hearings on television which began on Sept. 26, 1949, before the Federal Communications Commission in Washington. The decisions, when rendered, will determine in large measure, the extent to which the educational program of the Nation can be served by this new medium of communication. Among other things the Commission will decide what channels, if any, are to be set aside exclusively for educational television broadcasting. Since the number of such channels is limited and many have been applied for or are already in use, the competition for the remaining frequencies is very great. Once the channels are assigned, no more will be available.

In view of the importance of these decisions to education, the Office of Education requested permission to have witnesses present arguments at the hearings showing the need for reserving a certain number of television channels for the exclusive use of school systems, colleges, and universities for educational broadcasting. In this action, the Office of Education has cooperated closely with educational associations and

with school and college television specialists who are familiar with the problem.

The Office of Education based its arguments in the main on these facts: (1) Television is an essential instructional medium in the classroom; (2) television can render invaluable educational service to the community; (3) educational television broadcasting can be rendered best by stations owned and operated by school systems, colleges, and universities; and (4) enough television broadcast frequencies must be reserved for educational institutions so that their needs can be met.

In support of the essentiality of television to classroom instruction, examples have been assembled from program directors and others to show the effectiveness of this new medium of communication. It is significant that television, combining the advantages of both the radio and the motion picture, can bring immediately to the teacher the visual image of an event as it happens, together with the associated sounds. A new experience of reality becomes possible, when a musical concert, a laboratory experiment, or a current news event can be "loaded on" the radio frequency carrier waves and distributed with the speed of light from a distant point to a classroom.

The argument for the potentiality of educational service to the community outside the classroom parallels that used in the frequency modulation hearings in 1944. The Office of Education maintains that television broadcasting can explain vividly the work and purposes of schools and colleges to the public; can demonstrate to home listeners samples of student achievement; can provide instruction to shut-ins and physically handicapped individuals of public-school age; and can offer adult education and continuation courses of accredited grade.

On the matter of the use of time on commercially owned television stations, the Office of Education has taken the position that educational needs are best served when the school systems, colleges, and universities own and operate their own stations. The commercial stations have shown a willingness to cooperate with educational authorities, but they naturally have to operate

as "paying businesses." Hence, the time available to schools is likely to be at unsuitable hours, because it depends upon commercial commitments to sponsors and on meeting the broad tastes of the general listening audience.

In view of these facts, the Office of Education has asked the Federal Communications Commission to set aside, exclusively for use by school systems, colleges, and universities, an adequate number of channels in the new ultra-high frequency television broadcast band; and to make all future station assignments in the existing twelve-channel very-high frequency band with a view to having at least one locally usable television broadcast frequency available for assignment to educational-station applicants in every metropolitan and in every college center.

## PRINTED PAGE

(Continued from page 18)

show interest in things they do not know exist. Here the teacher gives assistance in suggesting possibilities . . . Our whole program could stand a stiff fumigation to kill off the extraneous material that has little or no bearing on the lives of children and make room for the meaningful to flourish."

—Glenn O. Blough and Paul E. Blackwood, Specialists in Elementary Science, in Bulletin 1949 No. 5, *Science Teaching in Rural and Small Town Schools*, price 20 cents.

★ ★ ★

"IT IS APPARENT that the extremely small high school is growing into a larger high school or is being abandoned . . ."

—Carl A. Jessen, Chief, School Organization and Supervision, Division of Secondary Education, in *Statistics of Public High Schools, 1945-46*, Chapter V of Biennial Survey of Education in the United States, 1944-46, 25 cents.

★ ★ ★

"PARENTS will be better able to understand the program of the school if they keep in close touch with the teacher. The teacher also needs the help of parents to give the best guidance to the child. Success of a child in school is dependent in large measure on close cooperation between home and school."

—Hazel F. Gabbard, Specialist for Extended School Services, in Pamphlet No. 108, *Preparing Your Child for School*, price 15 cents.

make friends  
with BOOKS



NOVEMBER 13-19 1949  
BOOK WEEK

Book Week will be observed from November 13 to 19. Headquarters for the availability of materials in connection with the special week is The Children's Book Council, 62 West 45th Street, New York 19, N. Y.



### How to cripple a child for life

Take the brightest kid in town the could be yours... give him a second-class education, hand him an out-of-date textbook... and the job's well begun. He won't be damaged for life.

He may make out all right... even be a favorite... but he'll still be something to make you weep.

By 1955, 14 million more kids will have graduated from our schools... and plenty of them—more than can think, probably—may be right here in our own community. They're going to need new classrooms, more teachers, more textbooks and supplies. And we've got to see that they get them.

Because if we don't—we'll be setting ourselves against the river. We'll be sending the most valuable natural resource we and even children—America's citizens of tomorrow—into the sea.

Can't we make something out of this problem? You'll help, won't you? For information on how other communities have worked out their problems, write to: National Citizens Committee for the Public Schools, 2 West 42nd St., New York 36, N.Y.

 Like other American business firms, we believe that business has a responsibility to contribute to the public welfare. This advertisement is therefore sponsored by

(NAME OF SPONSOR)



### NO APPLE IS BIG ENOUGH

As long as we live, we cannot agree to full our debt to our teachers.

The knowledge they pass on to us—their influence on our thinking—actually become factors in determining what our lives turn out to be.

For the past few years, our teachers have worked valiantly in the face of many odds—crowded classrooms, long hours, shortages of textbooks and supplies. Today programs to help make us correct these conditions—to make teaching continuously more attractive to the specially gifted men and women

who bring in this highly honored profession. Let's all help to keep our school standards worthy of the type of men and women we want to guide our children's future. Remember, better schools mean better communities and a better life for all.

For information, on how citizens in many communities have joined or formed committees to work in behalf of their schools, write to: National Citizens Committee for the Public Schools, 2 West 42nd St., New York 36, N.Y. Do this right away!

 Like other American business firms, we believe that business has a responsibility to contribute to the public welfare. This advertisement is therefore sponsored by

NAME OF SPONSOR



...and more equipment and textbooks.

We can all help in this situation by working with any group interested in improving local school conditions. Find out about such groups today and volunteer your help. And for information on how citizens in other communities like ours have improved their educational systems, write to: National Citizens Committee for the Public Schools, 2 West 42nd St., New York 36, N.Y. Don't delay—for better schools mean better communities and a better life for all.

 Like other American business firms, we believe that business has a responsibility to contribute to the public welfare. This advertisement is therefore sponsored by

NAME OF SPONSOR

## "Better Schools Make Better Communities"

WITH APPROXIMATELY 33 million children and young people enrolled in the Nation's schools and colleges during September and October, the true friends of American education are joining forces to make this a most profitable year for those in school and college, and to build a firm foundation for education in the years ahead.

By "the true friends of American education" we refer to the business firms, the advertising industry, and educators themselves who "have pooled their resources," as the Advertising Council says, "to help avert a crisis in the Nation's educational system by pointing home to citizens what they can do to help make sure their communities are maintaining the best possible education standards."

SCHOOL LIFE presents on these pages reproductions of advertisements to appear in daily and large weekly newspapers across the country this year. These advertisements, planned with educators and produced by the advertising industry, also are being sent to the newspapers and superintendents of schools in communities of 2,500 population and over. Cost of their publication will be borne largely by business firms, their public service investment in better schools. You may wish to offer cooperation to local newspapers in getting business sponsorship of these important announcements. You may also wish to express appreciation individually and in behalf of your school or school system to the business firms which pay the cost of publishing the advertisements. The national ex-



## READ THIS...

before you  
decide on  
your profession



Do you like children?  
Do you like to help them  
develop their talents, helping  
them build their lives and  
their future?

Do you like to help them  
like to study hard and add  
to your intellectual stores?

Do you like to help them  
take part in the progress of  
your community, your state,  
your country—and the world?

Do you have imagination?  
From business and under-  
standing of the world and  
natural energy?

If you can answer "yes" to  
these questions, the classroom  
will be a place where you have a chance  
for work.

During the next few years,  
thousands of teachers will  
be asked to help in the  
normal education of our  
nation's youth.

There is a special need for  
teachers in elementary grades  
and those with the greatest  
growth and during the  
years ahead.

All over the country, people are  
becoming more aware of the  
importance of good schools.  
The finest young people are  
being encouraged to enter  
teaching. Your place may be in  
this highly honored profession  
which can be the greatest  
right now.



Like other American business firms, we believe that  
business has a responsibility to contribute to the public welfare.  
This advertisement is therefore sponsored by

NAME OF SPONSOR

YOU WOULDN'T LET YOUR  
CHILD BE TRAPPED



How wide will your child's world be?



V. With a full of  
possibilities, it is up to you and  
your child to make the most  
of the world.

For completely modern and free  
teaching of the new education  
possible is being, and right now  
that is a threat to every child  
whose world is not as wide as  
yours. To give our schools the  
vision they need and from all of us.

Today, throughout America, many  
public schools are overcrowded,  
understaffed and under-  
equipped.

For one reason: high birth rates  
mean that a million additional  
children will be added to the school  
population each year during the next 10 years, and  
the overcrowding will be even more  
serious.

If this happens here, it often  
means that the child's world will  
be limited to the school and the  
community.

We need our schools and our schools  
need us. If you want to help  
your children to grow and learn,  
working in the school is the best way.  
For information on how citizens  
can help, write to: National Citizens  
Commission for the Public Schools,  
1000 4th St., New York 10, N. Y.



Like other American business firms, we believe that  
business has a responsibility to contribute to the public welfare.  
This advertisement is therefore sponsored by

(NAME OF SPONSOR)



Ask the hard-working men and women in our School Board  
and other community groups. They know what's coming. They know  
what's going on. They know that by 1955 there'll be  
7 million more school-age children throughout America  
and that more of them will be right here in our own  
schools. They know we'll need more teachers, more  
teachers, more textbooks, more supplies.

But they can't do the job alone. It's up to all of us—  
parents, professional people, businessmen—to pitch in  
and help. For information on how citizens can help,  
write to: National Citizens Commission for the  
Public Schools, 1000 4th Street, New York 10, N. Y.

Now, we believe that  
business has a responsibility to contribute to the public welfare.  
This advertisement is therefore sponsored by

(NAME OF SPONSOR)



## communities"

penditure by business for this purpose has already reached into the  
millions of dollars.

Working together the Citizens Federal Committee on Education,  
the National Citizens Commission for the Public Schools, the Office  
of Education, Federal Security Agency, and the Advertising Coun-  
cil this year in the "Better Schools Campaign" are emphasizing  
the maintenance of improvements achieved in our Nation's schools  
since the end of World War II and the raising of substandard  
school conditions which exist in many parts of the country.  
Acquainting citizens generally with current facts about school con-  
ditions and apprising them of possible pyramiding problems  
during the 10 years immediately ahead because of sharply rising

trends in population growth are also high-priority objectives.

In line with the effort of the National Citizens Commission for  
the Public Schools to encourage citizen participation in the solution  
of school problems, the latest March of Time release will be on  
"The Fight For Better Schools." This 2-reel documentary film  
portrays the story of citizen action programs in Arlington, Va., and  
in other communities which are paying off in improved school  
conditions. It will be available for nontheatrical showing after  
April 1, 1950, from the March of Time, New York 17, N. Y.

Watch your outdoor posters, listen to your radio, read your  
newspapers and magazines for results of the planning and work  
that the triumvirate of education, business, and advertising is pro-  
ducing in every community of our country. Your cooperation will  
number you among the true friends who recognize the fact that  
"Better Schools Make Better Communities" and are doing some-  
thing about it.

# Emerging Programs for Improving Educational Leadership in American Education

by John Lund, Specialist in the Education of School Administrators

**W**ITH the Kellogg Foundation as host, 115 conferees assembled on August 28 at Clear Lake Camp, Dowling, Mich., for the third annual work conference of professors of administration and their consultants. The group was made up of professors and deans from 53 schools and departments of education from coast to coast and representatives of the U. S. Office of Education, the National Council of Chief State School Officers, the American Association of School Administrators, the Division of County and Rural Area Superintendents of the NEA, the National Association of Secondary School Principals, the National School Boards Association, the National Citizens Commission for the Public Schools, elementary school principals, classroom teachers, and consultants from the fields of sociology and political science.

Among the draft reports filed by the working committees at the close of this conference, the following reflects the approach of the group in its thinking and planning for the future:

## Our Concern About Leadership

"We said at Endicott that education can change community life—that education by its impact on people and institutions can change these people and these institutions. This we believe!

"The school must share in responsibility for community improvement. It must operate so as to make a difference in standards of living, in health and safety, in cultural and spiritual advancement, and in dynamic citizenship. This does not mean that the school is to prepare a blueprint for community acceptance. It could not do this even if it would. It does mean rather that the leadership of the school must play a key role in the cooperative planning processes through which the community seeks to use all available resources in meeting its needs and in realizing its own aspirations.

"We recognize the increasing complexity of the administrator's task. New responsibilities must be assumed for the functional adaptation of instruction, the in-service im-

THE NATIONAL Conference of Professors of Educational Administration has moved into the third year of its program for the upgrading of Educational Leadership. The accomplishments of its third annual work conference are reported to you in this article by Dr. Lund, who continues to serve as Secretary to the Planning Committee of the NCPEA. It is hoped that the full report of the Clear Lake Conference will be available for distribution later this fall.

provement of teachers, and the creation of dynamic school-public relations. At the same time the usual functions of school administration are complicated by mounting enrollments which intensify already acute shortages of school buildings and of qualified elementary teachers. The times call for educational statesmanship.

"The administrator and his staff must no longer bask in an aura of complacency, nor can they yield to a sense of futility in the face of these new challenges. The job cannot be done by professionals working in isolation. Educational planning must take on new significance in terms of purposes and of methods. A cooperative process is required for the utilization of all available resources. The school must make common cause with other agencies and relate itself to the total service program of the community. The school administrator must become a social engineer.

"What does this emerging concept of educational leadership mean to the conventional patterns of administration? Can we longer justify the line-staff organization? How do we make the transition from centralized to decentralized leadership? How do we prepare for leadership of cooperative effort in organizing school districts more efficiently and in tailoring educational programs to fit community needs? These are but a few of the questions that must be answered if significant improvement is to be made in the professional education of school administrators.

"At Madison we said that democratic educational leadership does not come about

accidentally: That it has a structure and a technique and inward motivations, highly personal in nature, resting upon abiding convictions; that the welfare of the group is assured by the welfare of each individual; that decisions reached by the cooperative use of intelligence are, in total, more valid than decisions made by individuals; that every idea is entitled to a fair hearing; that all persons can make unique and important contributions; that real growth comes from within the group rather than from without; that democratic methods are efficient methods; and that a real and devout respect and affection for all men is the essential component of a great personal leadership in a democratic society.

## New Techniques

"New techniques of leadership are being discovered and utilized. We are learning that an administrator must exercise leadership in group determination of wants and needs, in group evaluation, in devising plans of action, in the implementation of group planning, and must join with others in appraising the quality of his leadership. We are learning that informing people about the school program is not enough; that public relations involves participation in policy and program development, and evaluation. We are learning also that the same techniques must be used for stimulating individual and staff growth.

"We are learning that among the functions of leadership are responsibility for group analyses, real knowledge of the groups in the community, and understanding of why they are formed, and what they do, and an appreciation of the importance of the development of group consciousness and morale. We are learning that capitalizing upon these sociological forces is the best way to bring about the needed improvement of living in the community through the school.

"The school administrator must therefore maintain a clear definition of the expanding task and must utilize these emerging concepts of educational leadership as, along with others, he shares responsibility for putting group plans into action.



## Agencies Responsible

"Whose is the responsibility for bringing about the improvement so urgently needed? Obviously we are faced with a gigantic task of cooperation. No one group should act alone; the key is cooperative action. Progress will be made only as the machinery of cooperation is developed and the processes revised. Leadership in education can be developed and improved only as we purposively involve all persons concerned.

"Already we are seeing evidences of increasing concern and participation on the part of the layman: witness the formation of the National Citizens Commission for the Public Schools, the rapid expansion of State school board associations and their recently established national association, the development by the organized teaching profession of check lists for the evaluation of leadership and the studies made by the Council of State Governments. Institutions and school systems in many areas and regions are responding to the challenge as evidenced by the development of several regional school study councils.

"The organized groups of educational administrators, local, State, and national, must cooperate for the self-improvement of their members. Boards of education must participate by insisting upon hiring those educational leaders who are imbued with the democratic philosophy of educational administration. State departments of education must assume cooperative responsibility in the certification phases of this improvement program. Administrative officers in institutions preparing school administrators must ease the way for the organizational and program improvements which must be made before the teachers of educational administration can discharge the tremendous load thus thrust upon them. Indeed it is this last group, it is we ourselves, who must shoulder the major responsibility if the kind of administrator we envisage is to be prepared to lead in tomorrow's world. We therefore earnestly seek the cooperative participation of all agencies, lay and professional, local, State, and national, to assist us in this complex and challenging task.

## The Role of the Institution

"At Madison we identified 10 areas where the programs of colleges, schools, and departments of education need revision. We recognized the need of (1) formulating criteria for developing programs of preparation for leadership, (2) agreeing upon the

areas of preparation necessary, (3) organizing more effective programs and procedures, (4) improving the techniques of instruction, (5) improving educational services bearing upon the instructional program, (6) improving the administration of the program, (7) raising professional standards and requirements in relation to certification, (8) selecting candidates who show the highest promise of success as leaders, (9) coordinating placement and follow-up services with the preparation program, and (10) improving the preparation of teachers of school administration. Great emphasis was given to programs that reflect the cooperative process within and among institutions.

"The conference at Clear Lake has directed major attention to the problem of implementation. Basic principles have been reviewed and developed. Emerging practices have been described and proposals offered for experimentation and research."

INSTITUTIONS (70) represented at one or more work conferences: Alabama Polytechnic Institute,\*\* Colorado State College of Education,\*\* Columbia University,\*\* Cornell University,\*\* Indiana University,\*\* Michigan State College,\*\* New York University,\*\* Ohio State University,\*\* Oklahoma A & M College,\*\* University of Buffalo,\*\* University of California at Berkeley,\*\* University of Chicago,\*\* University of Kentucky,\*\* University of Maryland,\*\* University of Mississippi,\*\* University of Pennsylvania,\*\* University of Pittsburgh,\*\* University of Tennessee,\*\* University of Texas,\*\* University of Utah,\*\* University of Wisconsin,\*\* Ball State Teachers College,\* Boston University,\* Butler University,\* Claremont Graduate School,\* Drake University,\* Duke University,\* East Carolina Teachers College,\* Harvard University,\* Indiana State Teachers College,\* Iowa State Teachers College,\* Northwestern University,\* Ohio University,\* Pennsylvania State College,\* Stanford University,\* State College of Washington,\* Syracuse University,\* University of Denver,\* University of Florida,\* University of Georgia,\* University of Idaho,\* University of Illinois,\* University of North Carolina,\* University of Omaha,\* University of Oregon,\* University of Rochester,\* Washington University (St. Louis),\* Wayne University,\* West Virginia University,\* Bowling Green State University,\* Dartmouth College,\* George Peabody College for Teachers,\* George Washington University,\* Illinois State Normal University,\* Mississippi State College,\* Purdue University,\* Temple University,\* Texas Christian University,\* Southern Illinois University,\* University of Alabama,\* University of Connecticut,\* University of Iowa,\* University of Michigan,\* University of Minnesota,\* University of Nebraska,\* University of North Dakota,\* University of Oklahoma,\* University of Washington,\* University of Wyoming,\* Yale University.

\*\* Represented at 3 conferences.

\* Represented at 2 conferences.

Institutions in italics, not represented at Clear Lake.

Committees of the Clear Lake Conference worked intensively on the following problems during their week together and produced reports which will constitute an important part of the full report of the conference:

1. *The Institutional Program for the Preparation of Administrators.*—This committee reviewed the desirable characteristics of the job of educational administration and the desirable qualities and competencies of educational leaders. Specific program practices and proposals were presented and discussed as they are related to the qualities and competencies identified.

2. *Institutional Organization for the Preparation of School Administrators.*—The statements in this report delineate some of the major operational relationships which will maintain the qualities of democracy in the institutions preparing school administrators for educational leadership.

3. *Internship Programs for Educational Leadership.*—A set of guiding principles was developed by this committee. Present practices and projected plans for internship were reviewed and analyzed. Problems and proposals for further study and experimentation were presented.

4. *Disciplines Contributing to Educational Leadership.*—This committee broke its task down into three major divisions: (a) The competencies essential in educational administration—the task of the educational leader, (b) the disciplines out of which these competencies stem—the content and methodology from selected disciplines which contribute to these competencies, and (c) the problem of execution—how can these contributions be incorporated into the education of the school administrators.

5. *Institutional Evaluation and Research.*—General principles of evaluation are outlined and suggested criteria for evaluating the institutional program are presented in the report of this committee. The discussion of research is limited to that research which may be undertaken to secure evidence appropriate to some aspect of the program of appraisal.

6. *Cooperative Research Projects.*—A special conference committee arrived at two basic conclusions. First, that the next phase of conference work should be to test and apply the Conference's philosophy of education and of leadership by factual studies, research, and trial applications and that, after considering several types of co-

(Continued on page 30)

# Some Radio Programs for Good Listening

THIS LIST of programs for adults and youth along with suggested listening for boys and girls both in and out of school has been selected for SCHOOL LIFE readers under the direction of Franklin Dunham, chief, Educational Uses of Radio, and representative of Association of Education by Radio on the Federal Radio Education Committee.

[All times listed CST (Central Standard Time). EST (Eastern Standard Time), 1 hour later; PCT (Pacific Coast Time), 2 hours earlier; MST (Mountain Standard Time), 1 hour earlier. These programs may be heard generally over both FM and AM stations of the network.]

## Programs Suggested for Youth and Adults

Sunday		
C. S. T.		
a. m.		
7:30	NBC	NBC String Quartette
7:45	CBS	Memo from Lake Success
8:00	NBC	World News
8:45	CBS	Trinity Choir
9:30	ABC	Southernaires Quartette
10:05	CBS	The Newsmakers
10:15	ABC	Fine Arts Quartette
10:30	CBS	Mormon Tabernacle Choir
11:00	CBS	Invitation to Learning
11:30	CBS	Peoples Platform
p. m.		
12:15	CBS	Elmo Roper
12:30	NBC	University of Chicago Roundtable.
1:00	NBC	NBC University Theatre
1:00	ABC	The World This Week
1:30	ABC	Mr. President—with Edward Arnold.
2:00	NBC	One Man's Family
2:00	CBS	New York Philharmonic Orchestra.
3:00	NBC	NBC Documentary feature
3:30	NBC	American Forum of the Air
4:00	NBC	Radio City Playhouse
4:30	ABC	The Greatest Story Ever Told
5:00	CBS	Family Hour of Stars
5:30	CBS	Our Miss Brooks—Adventures of a Teacher.
7:00	NBC	Four Star Playhouse
7:30	NBC	Theatre Guild of the Air
9:15	ABC	Ted Malone—Poetry and Stories.
10:15	CBS	United Nations in Action
10:15	NBC	Clifton Utley
11:00	NBC	News Roundup
11:00	CBS	News Roundup
11:00	ABC	News Roundup

Monday		
a. m.		
11:00	NBC	News Reports
12:00	ABC	Baukhage Talking
12:00	NBC	Dress Rehearsal Boston Symphony Orchestra
p. m.		
5:00	NBC	News with Kenneth Banghart
5:00	CBS	News—Eric Sevareid
5:45	CBS	Lowell Thomas
6:15	NBC	News of the World
6:15	ABC	News with Elmer Davis
6:45	NBC	H. V. Kaltenborn
6:45	CBS	Edward R. Murrow
7:00	NBC	The Railroad Hour
7:30	NBC	The Firestone Hour
7:45	ABC	Henry J. Taylor
8:00	CBS	Lux Radio Theatre
11:00	NBC	News Roundup
11:00	CBS	News Roundup
11:00	MBS	News Roundup

Tuesday		
a. m.		
7:00	NBC	News of the Day
7:00	CBS	News with Phil Cook
p. m.		
2:55	ABC	Ted Malone—Travels
5:00	NBC	News with Kenneth Banghart
5:00	CBS	News—Eric Sevareid
5:45	CBS	Lowell Thomas
6:15	NBC	News of the World
6:15	ABC	News with Elmer Davis
6:45	CBS	Edward R. Murrow
7:00	NBC	Cavalcade of America
7:00	ABC	Carnegie Hall
7:30	ABC	America's Town Meeting of the Air
9:00	NBC	Big Town
11:00	NBC	News Roundup
11:00	CBS	News Roundup
11:00	MBS	News Roundup

Wednesday		
a. m.		
7:00	NBC	News of the World
7:00	CBS	News with Phil Cook
7:55	ABC	Gems of Thought
12:00	ABC	Baukhage Talking
p. m.		
2:55	ABC	Ted Malone—Travels
5:00	NBC	News—Kenneth Banghart
5:00	CBS	News—Eric Sevareid
5:45	CBS	Lowell Thomas
6:15	NBC	News of the World
6:15	ABC	News with Elmer Davis
6:45	CBS	Edward R. Murrow
7:00	NBC	This is Your Life—with Ralph Edwards.
7:00	ABC	Amazing Mr. Malone
7:00	CBS	Mr. Chameleon
7:30	ABC	Adventures of Sherlock Holmes.
7:30	CBS	Dr. Christian with Jean Hersholt.
8:30	NBC	Mr. District Attorney
9:00	NBC	The Big Story
9:30	NBC	Curtain Time
9:30	ABC	On Trial
9:30	CBS	Capitol Cloakroom
11:00	NBC	News Roundup
11:00	CBS	News Roundup
11:00	MBS	News Roundup

Thursday		
a. m.		
7:00	NBC	News of the World
7:00	ABC	News—Martin Agronsky
7:00	CBS	News with Phil Cook
11:00	NBC	News Roundup
12:00	ABC	Baukhage Talking
p. m.		
5:00	NBC	News—Kenneth Banghart
5:00	CBS	News—Eric Sevareid
5:45	CBS	Lowell Thomas
6:15	NBC	News of the World
6:15	ABC	News with Elmer Davis
6:45	CBS	Edward R. Murrow
7:00	CBS	FBI in Peace and War
7:30	NBC	Father Knows Best—with Robert Young.
9:00	CBS	Hallmark Playhouse
9:10	ABC	Robert Montgomery Speaking
9:30	NBC	Dragnet—Sketch
9:30	CBS	The First Nighter
11:00	NBC	News Roundup
11:00	CBS	News Roundup
11:00	MBS	News Roundup

Friday		
a. m.		
7:00	NBC	News—with Bob Smith

a. m.		
7:00	ABC	News—with Martin Agronsky
7:00	CBS	News—with Phil Cook
12:00	ABC	Baukhage Talking
12:00	NBC	News Roundup

p. m.		
2:55	ABC	Ted Malone—Travels
5:00	NBC	News—with Kenneth Banghart.
5:00	CBS	Eric Sevareid
5:15	CBS	World Affairs with Bill Costello
5:45	CBS	Lowell Thomas
6:15	NBC	News of the World
6:15	ABC	News with Elmer Davis
6:45	NBC	H. V. Kaltenborn
6:45	CBS	Edward R. Murrow
7:00	CBS	The Goldbergs
7:30	ABC	This is Your FBI
8:00	NBC	Screen Directors Playhouse
9:00	MBS	Meet the Press
9:45	NBC	Pro and Con with Leif Eid
11:00	NBC	News Roundup
11:00	CBS	News Roundup
11:00	MBS	News Roundup

Saturday		
a. m.		
7:00	NBC	News—with Johnny Andrews
7:00	MBS	News—with Prescott Robinson
7:00	ABC	News—with Martin Agronsky
7:00	CBS	News with Phil Cook
7:30	NBC	Frank Luther—Baritone
8:15	NBC	Stamp Club
9:00	NBC	Fred Waring Show
10:30	CBS	Junior Miss—with Barbara Whiting
11:00	NBC	News—with Charles F. McCarthy
11:00	MBS	Man on the Farm
11:00	CBS	Theatre of Today
11:15	NBC	Americans the World Over
11:30	CBS	Grand Central Station
12:00	NBC	National Farm and Home Hour.
p. m.		
2:00	NBC	Football Games
2:00	ABC	Metropolitan Opera
2:00	CBS	Football Games
3:30	MBS	Proudly We Hail
4:30	MBS	Scattergood Baines
4:30	CBS	Make Way for Youth
4:45	NBC	Confidential Closeups—with George Fisher.
5:00	NBC	News—with Kenneth Banghart.
5:00	MBS	News—with Lyle Van
5:15	CBS	CBS Views the News
5:30	NBC	NBC Symphony Orchestra—Arturo Toscanini.
6:00	ABC	Here's Hollywood with Owen James.
6:00	CBS	Johnny Dollar
7:00	NBC	Hollywood Star Theater
8:30	CBS	Escape—Sketch
9:00	MBS	Chicago Theatre of the Air
11:00	NBC	News Roundup
11:00	CBS	News Roundup
11:00	MBS	News Roundup

## Programs for Children

Sunday		
a. m.		
7:30	MBS	Here's Heidi
9:30	NBC	Just for Children
p. m.		
1:30	ABC	Mr. President—with Edward Arnold.



p. m.  
4:30 ABC *The Greatest Story Ever Told*  
5:00 CBS *Family Hour of Stars*  
5:30 CBS *Our Miss Brooks*

#### Tuesday

p. m.  
2:55 ABC *Ted Malone—Travels*  
7:00 MBS *Cavalcade of America*

#### Wednesday

2:55 ABC *Ted Malone—Travels*  
7:30 CBS *Dr. Christian—with Jean Hersholt.*

#### Thursday

p. m.  
2:55 ABC *Ted Malone—Travels*  
7:30 NBC *Father Knows Best* with Robert Young.

#### Friday

p. m.  
2:55 ABC *Ted Malone—Travels*  
7:00 CBS *The Goldbergs*

#### Saturday

a. m.  
7:30 NBC *Frank Luther*  
8:15 NBC *Stamp Club*

a. m.  
9:30 ABC *Big and Little Club*  
10:00 NBC *Lassie*  
10:05 CBS *Let's Pretend*  
10:30 CBS *Junior Miss*

p. m.  
2:00 NBC *Football Games*  
2:00 ABC *Metropolitan Opera*  
2:00 CBS *Football Games*  
5:30 NBC *NBC Symphony Orchestra—with Arturo Toscanini*

Consult your daily newspaper for any changes in above listings.

## Major Needs in Elementary Education

by Bess Goodykoontz, Director, Division of Elementary Education

REPRESENTATIVES of 33 national, lay, and professional organizations, upon invitation of the Office of Education, attended the Third Annual Conference on Elementary Education held in Washington, D. C., during the past summer. These representatives analyzed and discussed present critical conditions in the public elementary schools of the United States. They recommended unanimously that their constituent associations and all other organizations in any way concerned with the educational growth and development of America's children concentrate during the coming year on promoting the widest possible understanding on the part of the public generally and of the teaching profession itself concerning the following areas of need:

1. That the teaching of children today involves not only the training of their minds in the 3 R's and other skill subjects, but also concern for their balanced growth and development as human beings and as citizens. This involves:

- (a) Recognition that each child is unique and different and needs individual understanding and guidance.
  - (b) Recognition that each child must learn to work with others in groups, which is the essence of civic education.
  - (c) Recognition that the program of individual and group instructions should aim to: (1) Keep children sensitive to the world about them; (2) develop skills, habits, and attitudes that will function effectively now and later; (3) develop understanding rather than mere memorization of facts; (4) cultivate a desire for learning; (5) develop physical health and emotional balance.
2. That elementary schools, with rare exceptions, are already overcrowded as a re-

sult of the high birth rate during the war peak (1942-1943), but that a far greater tidal wave of children born in 1946, 1947, 1948 will completely overwhelm them from 1952 on unless immediate steps are taken to do the following things:

- (a) Increase the number and usability of classrooms. This means new buildings and additions to present buildings, located, designed, and equipped to promote most effectively the work of elementary education in all its broad phases. It also means land sufficient for and suited to recreational and educational purposes.
  - (b) Increase the supply of qualified elementary school personnel by: (1) Recruitment of the best potential young men and women to be elementary teachers; (2) reexamination, with a view to making necessary changes, of the pre-service training and certification of elementary teachers; (3) increased in-service training through leaders who understand and are sympathetic toward the program outlined under No. 1, above; (4) improvement in the status of teachers in the community, including a single salary schedule for elementary and secondary teachers; (5) sufficient provision for special services to children.
  - (c) Increase greatly the tools of instruction (study materials, reading materials, reference materials, audio-visual aids, experimental apparatus, play equipment, and other tools) in order that teachers may do the best possible job with the least waste of effort.
3. That the most effective solution of educational problems in any community is arrived at by the joint efforts of all the school

personnel and all citizens, whether or not they have children or pay taxes, working together through the instrumentality of the Board of Education. This may be accomplished by

- (a) The creation of some kind of community council representing every organization and agency in the community having any concern with the education of children, and
- (b) Provision for investigation and research which will produce all the facts, pro and con, needed for the full consideration of any given problem.

### "Plentiful Foods" Education

TEACHERS, especially those in the home-economics field, and school-lunch workers are being encouraged to make use of teaching aids available from the Department of Agriculture on "The Plentiful Foods Program."

This program urges increased consumption of plentiful foods. Consumers thus get more for their food dollar by taking advantage of economies resulting from selective buying of plentiful foods. Producers remain in better position to maintain efficient production when their produce finds a ready market at a fair price and the food trade is aided through merchandising opportunities created by accelerating consumer purchases of plentiful foods.

Specially prepared monthly lists of plentiful foods may be requested for educational use from area office of the Food Distribution Programs Branch, Department of Agriculture, at Atlanta, Chicago, Dallas, New York, and San Francisco, or from the Production and Marketing Administration, Department of Agriculture, Washington 25, D. C.

# School Library Movement Growing

by Nora E. Beust, Specialist for School and Children's Libraries

**T**HE OFFICE of Education is preparing a statistical circular regarding school library facilities in cities of 100,000 or more population based on data obtained from superintendents of schools. Evidence indicates the growing importance to children of up-to-date and effective library service in schools.

Returns from superintendents of schools in the 5 cities of more than a million population show, for example, that there are now 1,310 centralized school libraries in these cities, a 14 percent increase during the past 6 years.

A larger number of elementary schools have established centralized libraries in recent years. There were 946 reported in 1947-48 as contrasted with 779 in 1941-42, an increase of 21 percent.

In addition, the school systems in the five large cities reported 574 elementary schools with classroom collections only. This type of service was not reported for high schools of the five systems. It is interesting to notice that the service centered in classrooms is also on a decrease in elementary schools. There were 756 schools with this type of service in 1942, as contrasted with the present 574, a decrease of 24 percent.

The number of full-time librarians employed in these cities was 656 in 1941-42 and 698 in 1947-48. All of these school systems reported personnel serving in the capacity of director or supervisor of school libraries.

Book stock in the centralized libraries of these cities increased from 3,388,771 in 1941-42 to 4,271,367 in 1947-48, or 26 percent.

Expenditures for books, pamphlets, periodicals, and newspapers reported in 1947-48 showed an upward trend of 138 percent over the 1941-42 expenditure of \$494,272. The 1947-48 expenditure was \$1,178,214. Two school systems indicated an expenditure for audio-visual materials amounting to \$138,348. Another indicated data not available and still another reported a special division in this area. In 1941-42 no data were reported from these cities for audio-visual material expenditures from the library budget.

The total amount for salaries paid to school librarians in 1941-42 was incom-

plete but in 1947-48 there was a school librarian salary expenditure of \$2,803,717 reported by the five cities of more than a million population, included in the Office of Education survey.

## School library statistics for cities of 1,000,000 population or more, 1947-48

City	Centralized libraries				
	Number	Enrollment	Librarians		Number of volumes
			Full-time	Part-time	
1	2	3	4	5	6
Total.....	1,310	1,474,196	698	43	4,271,367
Los Angeles, Calif.....	76	98,228	89	.....	760,000
Chicago, Ill.....	360	352,062	224	43	1,158,505
Detroit, Mich.....	157	169,160	155	.....	405,746
New York, N. Y.....	544	680,958	187	.....	1,459,222
Philadelphia, Pa.....	173	173,788	43	.....	487,894

## Number of schools by type of library service offered in cities of 1,000,000 population or more, 1947-48

City	Total	Type of service			
		Centralized libraries	Classroom collections only	Other types of service	No library facilities
1	2	3	4	5	6
Total.....	1,920	1,310	574	30	6
Los Angeles, Calif.....	387	70	311	.....	.....
Chicago, Ill.....	386	360	26	.....	.....
Detroit, Mich.....	233	157	40	30	6
New York, N. Y.....	693	544	149	.....	.....
Philadelphia, Pa.....	221	173	48	.....	.....

## Expenditures for school libraries, purpose, and amount, in cities of 1,000,000 population or more, 1947-48

City	Total	Purpose						
		Salaries	Books and pamphlets	Periodicals and newspapers	Binding and re-binding	Audio-visual materials	Equipment	Other purposes
1	2	3	4	5	6	7	8	9
Total.....	\$4,355,182	\$2,803,717	\$1,137,706	\$40,508	\$137,103	\$138,348	\$49,882	\$47,918
Los Angeles, Calif.....	1,488,682	462,222	760,593	.....	75,000	120,750	49,882	20,235
Chicago, Ill.....	1,270,257	1,035,845	142,949	25,484	23,648	17,598	.....	24,733
Detroit, Mich.....	739,350	662,250	43,200	7,900	26,000	(1)	.....	.....
New York, N. Y.....	674,356	511,406	150,000	.....	10,000	.....	.....	2,950
Philadelphia, Pa.....	182,537	131,994	40,964	7,124	2,455	.....	.....	.....

<sup>1</sup> Special division.

## LEADERSHIP

(Continued from page 27)

operative projects, one essential type must be that which is undertaken by this Conference of Professors, and which will form the basis for further meetings of this group. It proposed therefore that during the year ahead appropriate factual studies shall be undertaken under the sponsorship of the Planning Committee, the presentation and discussion of which will form the program of future meetings.

The second conclusion was that the whole problem of research and action projects needs further study. The recommendation therefore was made that the Planning Committee be encouraged to secure and allocate funds for a research committee organized to develop research and action projects. As a start in the right direction this committee outlined some 30 roughly formulated research and action proposals.

These recommendations were approved by the conference and specific plans were made to implement them during the coming year through institutional studies in 1949-50 of "Ways and Means by Which an





Elementary school library, Waco, Tex.

Institution Can Improve Its Program for the Preparation of Educational Administrative Leadership." The Conference elected a Project Chairman and Co-Chairman and set up 6 subcommittees to develop projects related to: (1) Philosophy or Point of View, (2) Qualities of Leadership, (3) Program Organization, (4) The Program, (5) Personnel Policies, and (6) Institutional Evaluation.

It was upon this note of action and with these purposes that the Clear Lake work conference adjourned.

Members of the Planning Committee for the National Conference of Professors of Educational Administration for 1949-50 are: Clyde M. Campbell, Michigan State College, chairman; Daniel R. Davies, Teachers College, Columbia University; Dana M. Cotton, Harvard University; David W. Mullins, Alabama Polytechnic Institute; Roald F. Campbell, University of Utah; G. T. Stubb3, Oklahoma A. & M. College; Dan H. Cooper, State University of Iowa; Eugene S. Lawler, Northwestern University; Edgar L. Morphet, University of California at Berkeley; Daniel R. Davies, Columbia University, treasurer; John Lund, Office of Education, secretary. Walter D. Cocking, chairman, Board of Editors, *The School Executive*, New York City, and John Dale Russell, Office of Education, are consultants to the Committee.

## Cameron D. Ebaugh

Dr. CAMERON D. EBAUGH, a member of the staff in the Division of International Educational Relations, died of a cerebral hemorrhage on September 21, 1949. Dr. Ebaugh came to the Office of Education in 1943 in the Division of Comparative Education.

As a result of his studies of Latin-American Education, Dr. Ebaugh was the author of *Education in Chile*, *Education in Peru*, *Education in Ecuador*, *Education in Guatemala*, *Education in El Salvador*, *Education in Nicaragua*, *Education in the Dominican Republic*.

He was born in Chambersburg, Pa., October 25, 1893; received his B. A. and Ph. D. at Johns Hopkins University. Before joining the staff of the Office of Education, Dr. Ebaugh had an illustrious teaching career at Miami University, Rice Institute, Middlebury College, and Shorter College.

## Recent Changes in Office of Education Personnel

### Appointed

Name	Title	Division	Former Employment
Margaret M. Alexander.	Agent for Home Economics Education.	Vocational....	University of Missouri.
Willard W. Blaesser.	Specialist for Student Personnel Programs.	Higher.....	Washington State College.
Erick L. Lindman.	Chief, School Finance.	School Administration.	Department of Public Instruction, State of Washington.
Zxlema P. Price..	Agent for Home Economics Education (temporary).	Vocational....	Alcorn A & M College, Alcorn, Miss.
Arne W. Randall.	Specialist in Fine Arts.	Elementary ..	Eastern Washington College of Education, Cheney, Wash.
Frank L. Sievers.	Specialist Individual Inventory and Counseling Techniques.	Vocational....	University of Maryland.
Bernard B. Watson.	Specialist for Physics.	Higher.....	Temple University

### Separated

Name	Title	Division	New Employment
Arthur L. Benson	Specialist Individual Inventory and Counseling Techniques.	Vocational....	Educational Testing Service, Princeton, N. J.
Marian Brown...	Agent for Home Economics Education.	....do.....	University of Vermont.
William H. Coleman.	Resident Educational Officer.	Veterans Educational Facilities.	Department of the Army.
William H. Conley.	Specialist for Junior Colleges and Lower Divisions.	Higher.....	Loyola University, Chicago, Ill.
Mary Lee Hurt...	Agent for Home Economics Education.	Vocational....	Future Homemakers of America.
Edwin H. Miner..	Associate Commissioner.	Office of the Commissioner	Office of the Secretary of Defense.
Edgar L. Morphet.	Chief, School Finance.	School Administration.	University of California.
Harold Punke....	Specialist for Exchange of Professors, Teachers, and Students.	International.	Alabama Polytechnic Institute, Auburn, Ala.

## New Books and Pamphlets

*Bibliography of Research Studies in Music Education 1932-1948.* Prepared by William S. Larson and presented by the Music Education Research Council. Chicago, Ill., Music Educators National Conference (64 East Jackson Boulevard), 1949. 119 p. \$2.

*Cooperative Extension Work.* By Lincoln David Kelsey and Cannon Chiles Hearne. Ithaca, N. Y., Comstock Publishing Co., 1949. Illus. 424 p. \$4.

*Critical Issues and Trends in American Education.* Edited by E. Duncan Grizzell and Lee O. Garber. Philadelphia, Pa., The American Academy of Political and Social Science, 1949. 231 p. (The Annals of the American Academy of Political and Social Science, vol. 265, September 1949.) \$2.

*Education Through Physical Activities; Physical Education and Recreation for Elementary Grades.* By Patric Ruth O'Keefe and Helen Fahey. St. Louis, Mo., The C. V. Mosby Co., 1949. 309 p. Illus. \$4.

*First Aid Textbook for Juniors.* Issued by The American National Red Cross. Philadelphia, The Blakiston Company, 1949. 132 p. Illus. \$1.

*A Health Program For Colleges: A Report of the Third National Conference on Health in Colleges, May 7-10, 1947, New York, N. Y.* New York, National Tuberculosis Association, 1948. 152 p. \$2.

*Homemaking Education For Adults.* By Maude Williamson and Mary S. Lyle. New York, Appleton-Century-Crofts, Inc., 1949. 236 p. \$2.50.

*How Peoples Work Together. The United Nations and the Specialized Agen-*

*cies.* Prepared by the United Nations Department of Public Information. New York, Manhattan Publishing Company, 1948. 47 p. Illus. 50 cents.

*Opportunities in Home Economics: An Annotated Bibliography on Home Economics Careers.* By Charlotte Biester. Millbrae, Calif., The National Press, 1948. 50 p. \$1.

*Perception of Symbol Orientation and Early Reading Success.* By Muriel Catherine Potter. New York, Teachers College, Columbia University, 1949. 69 p. (Contributions to Education, No. 939) \$2.10.

*Textbooks in Education.* A Report from The American Textbook Publishers Insti-

tute to its membership, its friends, and any others whose interest in the development of the educational system in the United States goes beyond a mere passing fancy. New York, The American Textbook Publishers Institute, 1949. 139 p. \$2.

*These Are Your Children; How They Develop and How To Guide Them.* By Gladys Gardner Jenkins, Helen Shacter, and William U. Bauer. Chicago, Ill., Scott, Foresman and Co., 1949. 192 p. Illus. \$3.50.

*Youth—Key to America's Future; an Annotated Bibliography.* By M. M. Chambers and Elaine Exton. Washington, D. C., American Council on Education, 1949. 117 p. \$2.

—Susan O. Futterer, Associate Librarian, Federal Security Agency Library.

## Selected Theses in Education

*An Analysis of Principles Related to Vocational Guidance Practice.* By Harry L. Coderre, jr. Doctor's, 1949. Harvard University. 309 p. ms.

Discusses the present and future status of vocational guidance and the relationship between theory and practice. Offers suggestions for the improvement of vocational guidance practice.

*Children's Experiences Prior to First Grade and Success in Beginning Reading.* By Millie C. Almy. Doctor's, 1948. Teachers College, Columbia University. 124 p.

Explores the possible relationships between success in beginning reading and reading experiences before the first grade, by studying 106 children in five first grades in three schools in Elmont, N. Y.

*A Determination of Fundamental Concepts of Healthful Living and Their Relative Importance for General Education at*

*the Secondary Level.* By Wesley M. Staton. Doctor's, 1948. Boston University. 103 p. ms.

Lists in tabular form the major and minor fundamental concepts of healthful living, and describes the techniques employed in selecting them.

*The Effect of Reading Instruction on Achievement in Eighth Grade Social Studies.* By Kathleen B. Rudolf. Doctor's, 1947. Teachers College, Columbia University. 72 p.

Analyzes data on 365 pupils in three Rochester, N. Y., public schools, divided into experimental and control groups.

*An Evaluation of Instructional Film Usage in United States Navy Training Activities, Other Than Air, World War II with Implications for Post-War Civilian Education.* By Julio L. Bortolazzo. Doctor's, 1949. Harvard University. 340 p. ms.

Suggests a plan for the improvement of education on the college level through the use of audio-visual aids.

*The Negro and Education in Missouri.* By Ulysses S. Donaldson. Master's, 1948. Indiana State Teachers College. 77 p. ms.

Traces the history of Negro education in Missouri and the laws governing it.

*Nursery School Administration in New Jersey.* By William F. Lawrence. Doctor's, 1947. New York University. 195 p. ms.

Evaluates factors in the administration of 21 nursery schools in New Jersey which are operated by the boards of education of 12 communities.

—Ruth G. Strawbridge, Bibliographer, Federal Security Agency Library.

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